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ABSTRACT

One of seven similar project reports dealing with program development in career education for teacher, counselor, and administrator preparation, this report presents, in two sections, information on infusing career education content into special education personnel preparation programs. The first section describes the results of the work done by the Special Education Personnel Preparation Task Force. This information is grouped under the headings Desired Student Outcomes, Teaching/Learning Activities, Teacher Competencies, Body of Career Education Information, and Summary and Recommendations. The second section provides examples of two special education personnel course syllabi which have been infused with career education elements. The appendix contains the form used by the different task forces in identifying, describing, and classifying career education elements. For more information on the total project, see CE 009 305. (TA)

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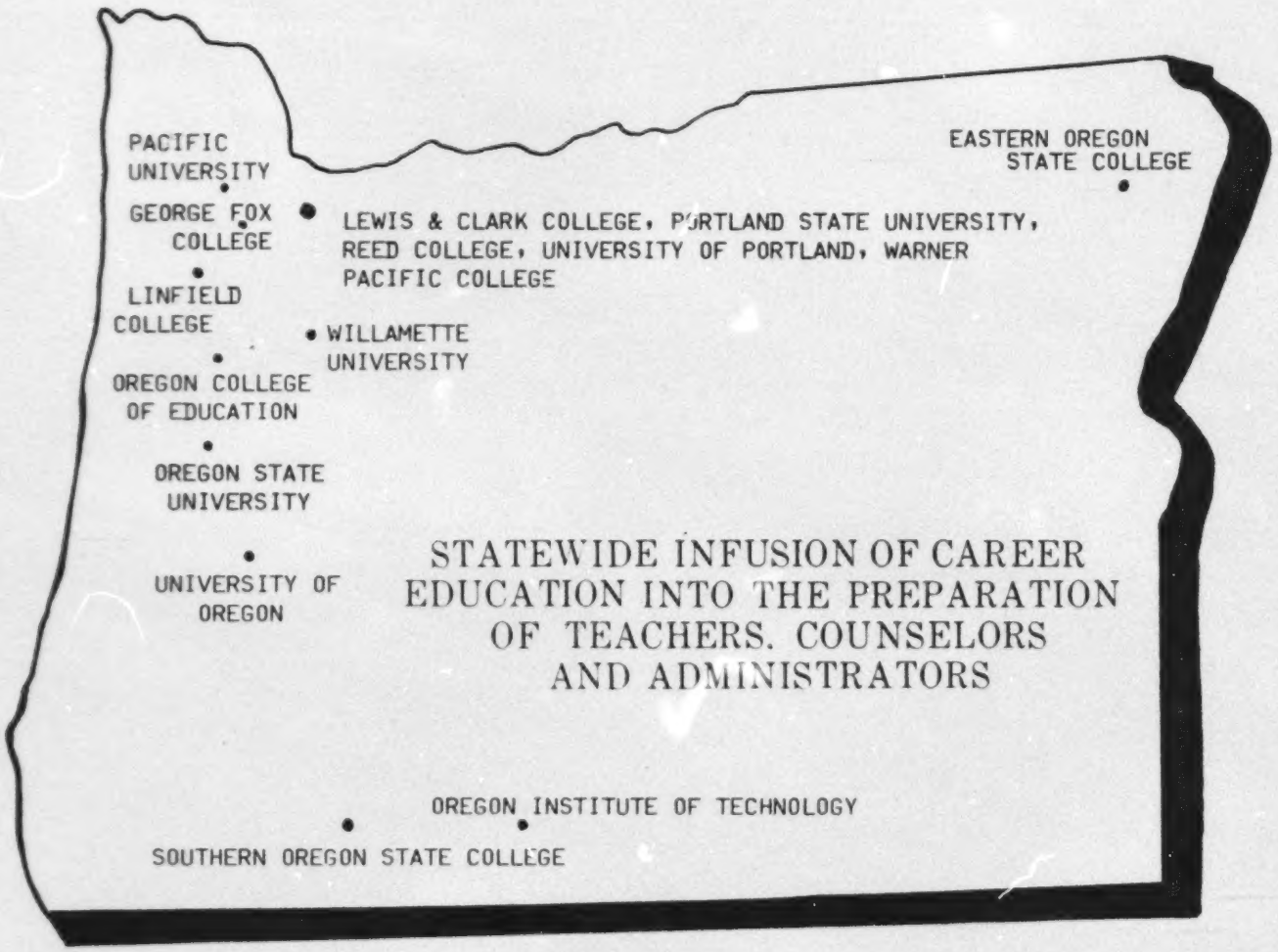
CAREER EDUCATION IN SPECIAL EDUCATION PERSONNEL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STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS
OREGON INSTITUTE OF TECHNOLOGY
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INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
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September, 1976

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THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

ORGANIZATION

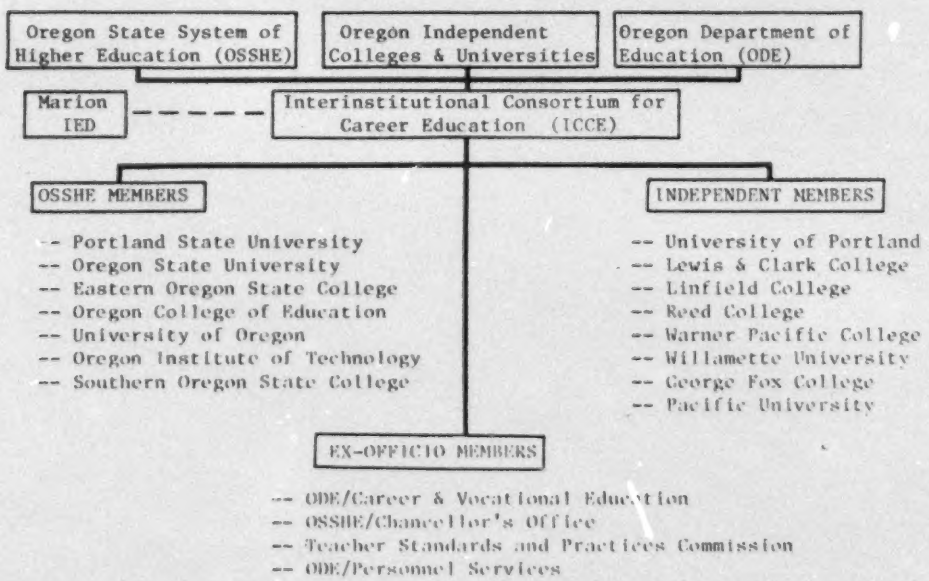
The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.

- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE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-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
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The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

PREFACE

The materials presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly supported state and federal project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive project is focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties; program development for teacher, counselor and adminstrator preparation; and teacher certification and program accreditation.

This document has resulted from work in the program development area and presents career education content for special education personnel curricula developed by the Project's Special Education Task Force. Also presented are the revised course syllabi which have been infused with career education elements. The course infusion work was done primarily at Portland State University and the University of Oregon.

This report is one of eight similar reports dealing with program development in career education for teacher, counselor and administrator preparation. The other reports address Elementary Teacher Education, Secondary Teacher Education, Counselor Education, Vocational Education, Career Clusters Information, Community Resource Utilization and a Conceptual Model for the Career Education Dimension of College and University Personnel Preparation Programs. Although each report is complete in itself, the user of this report may find the others supportive in meeting a particular need.

Many individuals and agencies have contributed to the work of the total project. The program development aspects, in particular, have required the collaborative support of numerous individuals. Portland State University and Dr. Allen Lee, Director of Career Education, specifically deserve much of the credit for the accomplishment in program development. PSU was the major sub-contractor to the ICCE for this work and Dr. Lee provided the leadership and direction for those activities. The original report, was prepared on behalf of the Task Force by Richard Wilson and edited by Dr. Lee, both of PSU. Further editing and final formatting was done by the ICCE central office staff. Both the task force members and individual professors who infused courses deserve our sincere appreciation and thanks. Those individuals are identified in the appropriate sections of this report.

The results of this initial effort to infuse career education concepts into teacher, counselor and administrator preparation in Oregon are already impacting upon Oregon educational personnel development programs. Further testing, evaluation and course/program infusion will take place during 1976-77 and 1977-78. It is hoped that this and the companion reports will facilitate that effort and also be of assistance to college, universities and other agencies and institutions outside Oregon who wish to undertake similar efforts.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

INTRODUCTION

The potential of any educational reform movement is highly dependent on the attitudes, skills, and understandings of the educational personnel responsible for its implementation. As such, the maximum potential for career education can only be reached if its concepts, knowledges and skills are adequately infused into inservice and preservice preparation of teachers, counselors and administrators. Although many individuals, agencies and institutions have responsibility for personnel development, the institution which must provide the primary leadership and direction are those colleges and universities which prepare educational personnel for our schools.

The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions who prepare teachers, counselors and administrators to better meet the needs of personnel preparation for career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of the personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation. The work reported in this document represents a portion of that change strategy in the area of program development. Materials included are those developed by a task force and those developed by faculty members of cooperating institutions who revised existing courses to include appropriate knowledge and skills in career education.

The conceptual design for this activity was that a group of knowledgeable people representing colleges and universities, local education institutions, the Oregon Department of Education, and the business, labor and industrial community would come together within the context of a given area of education, i.e., elementary education, and identify those concepts, student outcomes, teaching/learning activities, teaching competencies and body of information which would be important for inclusion in the preparation programs for individuals in the given area. Further, the strategy provided for colleges and universities to analyze their curricula in a given area and identify which concepts were currently being adequately covered in the preparatory programs, which concepts could be covered with slight modification of the curriculum and which concepts would have to be infused into the curriculum as new materials. Similar criteria were used for the analysis of all institutions. Note Appendix I for the form used for this purpose.

Courses were then selected for revision. The criteria used by Portland State University for selecting elementary and secondary teacher education courses to infuse with elements of career education are examples of the thought that went into such decisions. These courses were selected for infusion efforts on the basis of the following criteria:

1. Courses selected represented a cross-section of the curricula areas found in public schools (Social Studies, Reading, Science, Language Arts and Physical Education.)

2. Courses selected represented a cross-section of the key undergraduate experiences required for acquisition of a basic teaching certificate.

3. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree program.

4. Courses selected were taught this academic year by instructors specifically interested and committed to the infusion of career education strands into departmental course offerings.

5. Courses selected were taught by faculty recognized as key personnel who provide leadership for program development.

Infused courses were tried out with students and syllabi again revised, based upon the pilot test.

In general the preceeding strategy has been used in developing the materials included in this report and has proven a very adequate model for causing programs and course syllabi to be infused with career education concepts at the college and university level.

However, as in any developmental effort, modification of the strategy had to be made to fit the day-to-day situation. Initial plan called for the task force to have completed its report early in the academic year -- in time for that report to be distributed to the colleges and universities faculty before the infusion of the courses began. Because of the time needed for the task force to adequately fulfill its responsibility and the need to pilot test the revised syllabi during 1975-76, the infusion process began before the task force work was completed. Faculty members directly involved with course infusion were for the most part also members of a task force and therefore did have the benefit of the initial task force findings. In addition to the basic content of the task force reports, the selected bibliographies proved extremely helpful in course and program revision.

The task force chairperson played a key role in organizing the task force and in the development of the report. The chairperson was assisted in each instance by a task force coordinator who had the specific responsibility of pulling together the task forces varied activities and materials and putting them into a cohesive document for review and examination by task force members. The task forces reviewed information from a variety of sources and met periodically to discuss their findings and to suggest what should be included in the career education content of special teacher education programs. Before finalizing that task force report a draft prepared by the coordinator was distributed to the task force members for their comments and additional input. Additionally, the Northwest Regional

Regional Educational Laboratory was contracted to critique the material and provided an analysis of its content. The Northwest Lab has provided sources of additional material which could strengthen the task force document. Subsequently, much of this material was included in the task force reports.

This reports should prove useful to college and universities desiring to include career education as a part of their special education program. The information from the task force can provide concepts and content to be considered. The examples of required course syllabi used to infuse this information can demonstrate a process that is possible to help accomplish an essential task.

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CAREER EDUCATION CONTENT FOR SPECIAL EDUCATION PERSONNEL PREPARATION PROGRAMS

The material included here is the result of the work done by a Task Force whose purpose was to identify, collect, review and organize a body of career education information for consideration by colleges and universities with responsibility for the preparation of speical education personnel.

TASK FORCE MEMBERSHIP

Persons from various colleges and universities, local school districts, and the Oregon Department of Education served on the Special Education Personnel Preparation Task Force. Their contribution to the project is truly appreciated.

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CAREER EDUCATION CONTENT FOR SPECIAL EDUCATION PERSONNEL PREPARATION PROGRAMS

The May, 1973 issue of Exceptional Children strongly supported the career education movement for the handicapped. Falck stated that the responsibility of educators is to develop programs to help handicapped students learn specific social skills so that employers will want to hire them.

Career education, she suggested, is socially oriented. "It gives educators the opportunity to increase a learner's interest in his world by improving the interfacing between the community and the school (p. 660)". In the same issue Grenda (1973) pointed out that because of handicaps, some students are not in a competitive position in our society. Even if they have a specific job skill, they may experience difficulty in employment if they cannot socially adapt to the work environment. Still in the same issue Brown (1973) wrote that the exceptional child is expected to absorb too much. Instead we should zero in on terminal objectives so that special education students are prepared for employment when they leave school. Educators need to concentrate on real life needs, job connected needs, survival needs. This report will divide needs such as these into three domains called Daily Living Skills, Personal-Social Skills, and Occupational Skills.

Desired Student Outcomes

A secondary-level career education for handicapped students should emphasize three basic areas and one support area to best meet the life career development of these individuals. The three basic areas are: (1) Daily Living Skills, (2) Personal-Social Skills, and (3) Occupational Guidance and Preparation.

A major contribution to this report is the work done by Donn E. Brolin, Director of Project Proce at the University of Missouri, Columbia, Missouri. He (1974) identified 22 basic competencies that seem most important for handicapped student acquire. Each can be classified under one of the three basic areas listed above and should constitute the main objectives of programs. at this level.

1. Daily Living Skills.

Almost all handicapped children have the potential for becoming independent or semi-independent citizens. Most will become home managers or homemakers; many will marry and raise families. Most former handicapped students or their spouses will not make large salaries so it is crucial that they learn to manage a home, family and finances. The outcomes deemed most important for handicapped students to attain in this area are:

Managing FAMILY FINANCES. It is particularly important for retarded individuals to learn how to manage their money. This would include the use and value of simple financial records, knowing how to obtain and use bank and credit facilities and planning for wise expenditures. Computational skills in figuring a check book and budget are necessary for students who have the potential for learning these procedures.

Caring and repairing HOME FURNISHING AND EQUIPMENT. Students must learn how to care properly for a home, its furnishings and equipments, particularly since such equipment is expensive to purchase and repair. Repair of appliances, broken furniture, electrical plugs, plumbing etc. should be given a significant amount of stress. It is doubtful that the former student will have extra cash readily available to have such repairs made.

Taking care of one's PERSONAL NEEDS. Grooming and hygiene methods, sex education, and physical fitness are examples of knowledge one must have to take care of personal and bodily needs. Retarded persons often lack competency in all of these areas thus adding to their problems of acceptance and adjustment to society.

Raising CHILDREN AND FAMILY LIVING. Students will have to understand the components of effective family living: Setting goals and making decisions, choosing life styles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members. Also of importance is the understanding of childhood, adolescent, and sexual experiences.

Buying, planning, and preparing FOOD. A great majority of children in low-income families grow up with significant nutritional deficiencies. Training in planning proper meals, purchasing, caring and storing, and preparing the proper types of meals will be extremely valuable to the handicapped students. Learning how tc work safely in the kitchen, including the proper use and care of knives and other equipment including stoves, should be stressed.

Selecting, buying, and making CLOTHING. Learning how to purchase appropriate clothing, cleaning and pressing apparel, and repairing clothing should be included in the student's training. Another area of importance is constructing garments and other textile projects such as drapes, wall hangings, weaving, etc.

Engaging in CIVIC ACTIVITIES. To become a contributing member of the community, the retarded student must learn about the laws of the United States, what rights one has, how to register to vote, citizen responsibilities, state and local laws, customs, and other such matters.

Utilizing RECREATION AND LEISURE TIME. Presently, in our country we are moving towards shorter work weeks while employment is becoming more difficult to obtain. Therefore, it becomes crucial that knowledge of possible leisure activities, values, and resources be learned by handicapped students. Such activities can also be valuable in building personal friendships, motor skills, self-confidence, social skills, and other qualities so vitally needed by these students.

Getting around the community (MOBILITY). The student must become familiar with and utilize inter and intra-city travel resources, possibly drive a car, learn the traffic laws and agencies that can aid in mobility needs. In this mobile society, it is paramount that one is able to get around efficiently in his work, leisure, and civic pursuits.

2. Personal-Social Skills

Research continually reveals that a major problem the handicapped present in maintaining their employment is the lack of personal and interpersonal skills. Personal-social growth must be lodged in the regular school curriculum. Emphasis on developing independence, self-confidence, socially acceptable behaviors, and the maintenance of personal friendships are critical skills for the retarded to learn if they are to adjust satisfactorily in the community. Thus, the primary student outcomes that should be learned in this area are:

Attaining a sufficient understanding of one's own self, SELF-AWARENESS AND APPRAISAL. Handicapped students, like everyone else, must learn to understand, accept and respect their own uniqueness as individuals. They must gain an understanding of their abilities, values, aspirations, and interests and how they can be incorporated into a life style that will be meaningful and fruitful to them.

Obtaining a positive SELF-CONFIDENCE, SELF-CONCEPT. Retarded persons are often the subject of cruel and inhumane ridicule and rejection. They are frequently made to feel different, incompetent, and unwanted, resulting in the incorporation of degrading feelings and attitudes about themselves. Thus, it is necessary that such students receive an environment which gives them positive reinforcement, motivation, and appropriate conditions for learning and behaving. Unless these feelings are overcome, and they can experience success related to community experiences, these students will most likely fail miserably at community living. This is a time of great change and personal confusion for youth, and they need to explore extensively their roles as individuals in this society.

Desiring and achieving SOCIALLY RESPONSIVE BEHAVIOR. The inability of the handicapped person to understand modes of social etiquette and appropriate social behaviors have limited their ability to interact with so-called "normals". Understanding the characteristics of others, how to react in various situations, how to form and maintain social relationships, dating, eating out, etc. are examples of coping behaviors retarded persons are going to have to learn to deal effectively with in their environment.

Choosing, developing, and maintaining appropriate INTERPERSONAL RELATIONSHIPS. Learning to get along with people is one of the greatest problems all of us face. In too many instances, reasearch has demonstrated this to be a prime reason the handicapped lose jobs. Another problem they encounter is having an appropriate circle of friends to associate with in their recreational and leisure time. Too often a successfully working handicapped person goes home from work with nothing to do, has few or no acquaintances, and has little prospect or knowledge of how to develop meaningful friendships.

Achieving INDEPENDENT FUNCTIONING. Because of the nature of their limited experiences, parental overprotection, self-contained education, rejection from others, and many other reasons, handicapped persons often become too dependent on their parents and other significant persons. As children, they may be subjected to a fostered dependence, but later on, that posture deters their development into an independent individual who can stand on his own two feet. Concentrated efforts to develop independence must be made. Working closely with their parents, retarded students must learn to do things by themselves. They must learn to accept responsibilities for their own action, e.g., getting about the community, choosing friends, getting to school on time, deciding what to wear, etc.

Making good DECISIONS, PROBLEM-SOLVING. Throughout the developmental years, decisions have been made for the handicapped person by most significant persons in their lives. Seldom is the retarded person asked or included in decisions about his present and future; no one seems to think he can make any decisions logically despite the fact that in later life there often will not be family and others around to make them for him. Like everyone else, the handicapped student must learn what constitutes a good decision, the steps involved and the many factors entailed in decision-making.

COMMUNICATING appropriately with others. The handicapped person must have the necessary communication skills to express himself and to understand others so that he can interact both verbally and nonverbally with them. The ability to make one's thoughts understood is extremely important, and another area that the retarded individual often finds difficult.

3. Occupational Guidance and Preparation

Research evidence reveals most handicapped students do not attain their true potentials in the labor market. Most are relegated to unskilled, low-paying jobs, and become marginal workers. If these students are to achieve nearer to their potentials, they will need to become more aware of job possibilities, develop the necessary skills, be provided with several and varied work experiences, and learn to make logical and viable job choices as they move through the educational system. Thus, earlier educational efforts must be initiated in the areas of occupational awareness and counseling, work evaluation, work adjustment, vocational education and training, job tryouts, and job placement and follow-up. The outcomes deemed important for handicapped students to attain in this area are:

Knowing about and exploring occupational possibilities, OCCUPATIONAL AWARENESS AND EXPLORATION. In almost every instance, handicapped individuals have an extremely limited perspective of the world of work, lacking both relevant information and experience. Field trips, community speakers, summer work experiences, state employment service, films, and literature must be made available in a concentrated fashion.

Selecting and planning appropriate OCCUPATIONAL CHOICE(S). Handicapped students must become aware of their specific abilities, interests, and needs, and how they relate to their future life work. Concentrated and periodic vocational evaluation and guidance are needed so that these students are presented with sufficient information about themselves and

occupational possibilities so that they can make logical decisions about their future.

Exhibiting the necessary work habits required in the competitive labor market (WORK BEHAVIORS.) It will be necessary for educational programs to simulate working environments in the school setting besides those available in the community in order that appropriate work behaviors can be learned. Too many handicapped students possess a false conception of the characteristics of a good worker and do not develop the type of skills needed for entry-level jobs.

Developing the necessary manual skills and physical tolerances required in the competitive labor market (PHYSICAL-MANUAL SKILLS.) Schools must begin developing the handicapped student's physical and manual abilities immediately upon beginning the elementary program. Most jobs available for handicapped persons will require considerable fine or gross finger dexterity, standing, pulling, pushing, lifting, and carrying abilities. Thus, it is important that handicapped persons, whose abilities are generally greatest in this particular area, if given proper time and training, be assured of sufficient development of these skills.

Obtaining a specific and saleable entry level OCCUPATIONAL SKILL. Probably more than any other type of student that graduates from secondary programs, the handicapped must have a saleable skill if they are to compete in today's competitive job market. Learning a specific job skill will not pigeon-hole students for life, and will not disqualify them later for other work or training in another trade. Vocational education and on-the-job training while attending the secondary program are crucial to the student's ultimate level of vocational attainment.

Seeking, securing, and maintaining jobs appropriate to level of abilities, interest, and need (JOB ADJUSTMENT.) One of the greatest problems former students are facing is not knowing how to find, apply, and maintain employment. These students must learn the strategies in securing employment and the resources available to help them when they need this kind of assistance, e.g., state employment service, vocational rehabilitation facilities, want ads, etc.

Teaching/Learning Activities	Teaching/learning activities for the handicapped follow essentially the same pattern as those for normal children. The following four points need to be seen as necessary additions.
1. Additional Tutoring	From reading, language, hearing specialists.
2. Prosthetic Devises	Using hearing amplification, braces, braille, typewriters, magnification.
3. Temporary Placement	Via therapeutic or rehabilitative settings.
4. Program modification	Using normal curriculum at a reduced rate, curriculum procedures designed for special class use,

increased or decreased physical environment stimulation, instructional programs featuring contingencies, and behavioral goals (To include):

a. analysis of baseline or current behavior.
b. the arrangement of environmental events on contingency system.
c. definition of achievement objectives.

Teacher Competencies

The following list of teacher competencies is that defined and emphasized by the Special Education Department of Portland State University. It is offered here as a basic compendium of special skills required by a teacher in this field.

1. Observation Skills

Ability to record with a high degree of accuracy observations of children's behavior in various settings.

Ability to analyze and describe in behavioral terms the level of academic performance of children you have observed, for example, grade level in reading.

Ability to analyze and describe in behavioral terms the level of language development of children you have observed.

Ability to analyze and describe in behavioral terms the social adjustment of children you have observed.

Ability to analyze and describe in behavioral terms the motor performance of children you have observed.

Ability to distinguish normal and deviant behavior within a child and between children.

The ability to make narrative and quantitative reports for later analysis, if I have been given adequate information regarding a child's performance.

2. Assessment Skills

Ability to select appropriate testing instruments in order to determine within a given child the presence of skills necessary for psycho-educational development.

Ability to use data (information from test results) in order to determine educational needs as well as those relating to the affective development of a particular student.

The ability to identify a learning problem in the cognitive area, for example, problems in recall, comprehension, inability to process information in a child with a suspected learning disorder.

The ability to identify learning problems in the affective area, for example, problems in adjustment, inability to relate with peers, in a child with behavioral deficits.

The ability to identify problems in the psycho-motor area, as for example, problems with integrating eye-hand movements in a child with suspected motor coordination problems.

The ability to pinpoint areas of strengths and weaknesses in a child's development of reading skills.

Ability to pinpoint areas of strengths and weaknesses in a child's development of math skills.

Ability to pinpoint areas of strengths and weaknesses in a child's development of language abilities.

Ability to design informal activities for individual assessment.

The ability to administer tests according to the appropriate manual of directions in order to identify a student's learning problems, if I have been given the rationale for a particular test and prior demonstrations.

The ability to write an educational profile which describes specific areas of strengths and weaknesses within a child if I have been given the results and observational data.

The ability, if given the educational management of an individual or group of children, to demonstrate an awareness of the need to perform ongoing assessment in order to increase the student's achievement of learning goals.

3. Instructional skills

The ability to assess and communicate knowledge of community resources and professional organizations which provide services to persons with special needs.

The ability, if given a specific instructional material for use with an individual or group of learners, to display an awareness of skills necessary on the part of the instructor in using commercially prepared materials with effectiveness.

Ability to use skill in using curricular materials with primary reference to a specific disability area, for example, MR, ED, LD.

The ability to use skill in using commercially prepared materials which are good tools across disability areas such as MR, ED, LD.

The ability to apply appropriate learning experience in order to achieve a desired learning goal with a child who demonstrates problems involving psycho-motor skills.

The ability to apply appropriate learning experiences in order to achieve a desired learning goal with a child who has problems in auditory perception.

The ability to apply appropriate learning experiences in order to achieve a desired learning goal with a child who has problems in visual perception.

Ability to identify factors such as physical, emotional and learning characteristics which influence a pupil's behavior.

Ability to break down a reading lesson into sequential steps in order to provide appropriate instruction for a particular student.

Ability to break down a math lesson into sequential steps in order to provide appropriate instruction for a particular student.

Ability to break down language instruction into sequential steps in order to provide for specific instruction in the development of language abilities.

Ability to write specific behavioral objectives for a given child, that is, specify what the child as a successful learner is able to do at the end of instruction.

Ability to sequence (plan) a short-term learning program for a given child in a specific area of instructions.

Ability to sequence (plan) a long-term learning program for a given child in a specific area of instruction.

Ability to prepare a learning environment for an individual and/or group of learners for instructional purposes, that is, in accordance with the learners' abilities, learning rates and styles of learning.

Ability to plan appropriate curriculum for particular age groups, that is, to plan areas of instruction with content and methodology suitable to the mental age and social maturity of the individual or group.

Ability to prepare teacher made materials for the instruction of particular individuals and/or groups.

Ability to evaluate commercially prepared materials in terms of appropriateness for use with a specific group of learners.

Ability to teach diagnostically, that is, to analyze constantly the performance of the individual and make adjustments to meet the needs of the individual.

Ability to teach a group of students who demonstrate an inability to profit from regular classroom instruction.

Ability to assist individuals to gain behavioral control, for example, to increase attention, to foster adjustment abilities.

Ability to utilize the principles of reinforcement in working with students in order to increase a desired behavior and/or eliminate an undesirable behavior.

4. Professional Functioning

Ability to read verbal and non-verbal messages in others both cognitively and affectively.

Ability to work with other staff/administration in a supportive manner, that is, to accept and to value differences, to seek to contribute to the development of positive working relationships.

Ability to provide consulting and support services to teachers in regular and/or special classes in assisting them with the educational management of children who demonstrate special needs.

Ability to provide consulting services to parents for purposes of supporting and educating them to the special needs of children.

5. Personal Development

Develop into a person who is aware of his own strengths and weaknesses.

Develop into a person who has confidence in his ability to succeed.

Develop the ability to foster a capacity for change within one's self in terms of openness to new concepts and/or experiences.

Develop recognition of the limits of one's own competence in order to make referral decisions.

Develop the abiltiy to accept each child with respect to the educational and emotional needs he demonstrates.

Develop the ability to relate on an interpersonal level with pupils, that is, to show each child he matters, that he is accepted as he is.

Develop the capacity to work independently when an appropriate degree of competence has been achieved.

6. Evaluation Skills

Ability to display knowledge of the principles of data collection and analysis for purposes of program evaluation.

Ability to understand program evaluation techniques, that is, a systematic means for the collection and consideration of a wide variety of types of data.

Ability to apply evaluation techniques to a given program in order to obtain and provide useful information for judging education program alternatives.

Ability to use evaluation data in order to modify, if necessary, an existing program.

Ability to formulate an evaluation design which provides for the collections, organization, analysis, and reporting of information.

Ability to evaluate changes in the behavior of children over a given period of time by formal and informal procedures.

Ability to assist children to evaluate changes in their own behavior over a given period of time.

Ability to perform self-evaluation by way of self-report.

Ability to perform self-evaluation by use of a structured format such as video-tapes, tape recordings, and the like.

7. Research Skills

Ability to read and understand research in my own field in order to make suitable application to the needs of the program in which I may be working.

Ability to evaluate a research design described in the literature in terms of appropriateness for the problem under investigation.

Body of Career Education Information

At the present itme, no individually acceptable definition of career education has been promulgated. Too many people, unfortunately, tend to equate career education and vocational education. We believe, as does Gordon (1973), that "career" should connote one's role not just as a producer but as a learner, consumer, citizen, family member and social-political human being. Therefore, career education should be conceptualized and defined as follows:

> Career education is all of education -- systematically coordinating all school, family and community components together to facilitate each individual's potential for economic, social and personal fulfillment.

Thus, unlike the interpretation of many professional workers who believe that career education should mean preparation primarily for work, we believe career education should mean preparation for all aspects of successful community living, including working.

Career education is designed to facilitate each individuals "life career development" where: life connotes all aspects of a person's growth and development over a lifetime; career connotes many settings--home, school, occupation, community; many roles--student, worker, consumer, citizen, family member; and events such as job entry, marriage, retirement; and development connotes people are continually changing and becoming (Gysbers and Moore, 1973). Career education should be, as Hansen, Klaurens, and Tennyson (1973) point out, the teaching, counseling, and community interventions which facilitate the total life career development process.

1. Key Concepts

Career education is not really a new term for old ways and will not be just another fad. Its conceptualization challenges us and all educational systems to develop better and more systematic K-adult programming so that the needs of all students can be sufficiently met. Several key concepts that must be incorporated into an educational program for a career education approach to be implemented are (Moore and Gysbers, 1972; Mangum, 1973):

Career education should extend from early childhood through the retirement years

Learning should take place in the home, community, and business establishments as well as in the schools

All university teachers should relate their subject to career implications

Career education should include basic education, citizenship, family responsibility and other important education objectives

Career awareness, exploration, guidance, and skills development should be stressed at all levels in teacher training curriculums

Occupational preparation is an important objective of all education

"Hands-on" occupational activities will often facilitate learning academic subjects

All members of the university community have a shared responsibility for career education

The school atmosphere should be democratically, rather that autocratically oriented

Schools should assume responsibility for every individual's life career development, even after leaving the school environment.

2. Values of a Career Education Program

Some of the major positive changes that should occur if universities incorporate the above principles into their programs for the teachers of handicapped students are:

School administrators and curriculum specialists become more involved with handicapped students, better understand their needs, and consequently be able to design more relevant programming for them.

"Normal" classroom teachers will become more involved with handicapped students through the process of "mainstreaming", better understand their needs and how to work with them, be more receptive to having handicapped students in their classrooms, and provide more relevant academic and daily living skills instructions.

School counselors will become involved in helping to meet the personal-social and occupational guidance needs of handicapped students, both directly and indirectly in collaboration with the special education teacher.

Special education teachers will no longer have to meet handicapped students' needs almost exclusively; there will be interdisciplinary cooperation among school personnel, and there will be time to focus on the more pressing needs of their students as regular class and community personnel assume more responsibilities.

Community workers will become more involved in educational programming, bring realism into the curriculum, and better understand and appreciate the complex problems of educational systems and handicapped youth.

Parents of handicapped students will become more involved with the appropriate guidance and education of their children, give input and feedback data to school personnel, and assume responsibility with the school in their child's career development.

Handicapped students will be the greatest recipients of the interdisciplinary cooperation between the above groups.

Some of the major benefits they will gain are:

Integration into the total school educational program resulting in more "normal" social, academic, and occupational experiences with regular students;

Preparation for meeting the stringent personal, social, and occupational demands of today's society;

Motivation to learn appropriate tasks;

Awareness about themselves and their potentialities; and

Feelings of self-worth, dignity, confidence, happiness, and the ability to make judicious decisions about their future life in becoming valuable and contributing members of society.

The above list of outcomes does not mean to imply handicapped students are not attaining any of them now; or that other university and school personnel are not involved. But career education processes in university classes will assure that there is direct attention on the total life career development needs of all youth

as they progress through the education system. In the process, academic instruction should be enhanced by involving many disciplines in cooperative relationships among school, family and community.

If an individual university does not adopt the career education approach for regular and handicapped students, then special education personnel will need to design an effective model of services involving other school personnel, parents, and community. In this case, the special education teachers must direct their efforts toward the greatest priority need areas to meet the objectives for handicapped students. The responsibility for offering adequate educational services to handicapped students will most likely rest on the shoulders of special educators who themselves must make major directional changes in delivering educational services and designing the right kind of experiences to meet each student's unique needs.

Implementing a career education curriculum at university level will better assure teachers of developing the necessary life career competencies and attitudes to assist the students to be successful in today's society. This approach will provide the humanistic and relevant components our programs have been lacking far too long so that graduating students will indeed function as consumer, producers, learners and citizens.

3. Implementing Career Education

Implementing career education means selling change, and many individuals and school systems may be resistive. As the saying goes, everyone is for change unless they have to do it. But if career education is to be implemented, several changes must be initiated:

The total curriculum will need to be sequenced definitively and logically, elementary to post-secondary (K-adult). Career education must have the active cooperation of both school and non-school personnel. Elementary and secondary level personnel must coordinate their efforts to provide sequentially for each student's life career development.

There must be a shift from the traditional content-based curriculum to one which is more process-based. Bysbers and Moore (1972) cautioned against viewing students as having to be brought up to a grade level by the end of the school year at all costs thereby creating passive-dependent students who may be apathetic, irresponsible, or rebellious. A process-oriented approach, relating curriculum directly to the outside world, and focusing on each student's unique ways of learning and becoming motivated, is recommended as more appropriate. In process education, primary emphasis is on developing skills, whereas acquiring knowledge and information (content) is secondary. In curriculum development and lesson planning instruction, the key question is "What skills-competencies-are essential to the individual in order to make him a more effective person?" In process education, the content of the curriculum is selected for its utility in facilitating and exercising those skills. The skills are the goals, with curriculum the vehicles by which the goal of skill development may be realized (Cole, 1972). Thus, in the training of teachers, competency-based curriculum should be emphasized to assure that each student acquires competencies deemed essential to function adequately as a consumer, a producer, a learner, and a citizen (Parnell, 1973).

Some handicapped students may have to go beyond the traditional period of time allotted in a secondary program or to an appropriately designated post-secondary program, fixing the responsibility on the educational system to assure that students will acquire competencies deemed essential for community living.

The curriculum should traverse five components (Mangum,1973,p.131):

(1) Home, neighborhood, and community involvement for initial attitudes and concepts.

(2) School learning elucidated in terms of its career application.

(3) Career development experiences for occupational exposures, work ethics and values, career exploration.

(4) Training, employing, and labor organizations exposure.

(5) Job skills, whether learned in the classroom and/or on-the-job.

It is important to differentiate between the terms "curriculum" and "instruction." Curriculum's role is to guide instruction but not prescribe the means, i.e., activities, materials, or instructional content (Bailey and Stadt, 1973). Instead, curriculum should provide objectives that will lead to the attainment of a wide range of life career development competencies.

In a paper on Career Education for the handicapped, Hoyt (n.d.) wrote:

> We have, for far too long, seemed to act as though a handicapped person should be both pleased and grateful for any kind of work society provides. Unlike other persons, we seem to assume that, if a person is handicapped, boredom on a job is impossible. Worse, much of society has seemed to assume that while most persons should seek work compatible with their interests and aptitudes, such considerations are not necessary when seeking to find employment for a handicapped person. If any job in the world of paid employment can be found for the handicapped person, we seem far too often to be personally relieved, and surprised when the handicapped person is anything less than effusively grateful.

A review of the literature shows that the key concepts of Career Education are very similar to those currently being emphasized in special education. Clark (1974) pointed this out when he quoted the Bureau of Adult, Vocational and Technical Education, U.S. Office of Education's (1971) goals of Career Education and suggested that they also are acceptable goals for the education of all trainee teachers of the handicapped.

To make all instructional subject matter more personally relevant through restructuring and focusing it around a career development theme when possible.

To provide all persons the guidance, counseling, and instruction needed to (a) develop self-awareness and self-direction, (b) expand occupational

awareness and aspirations, (c) develop "appropriate" attitudes about the personal and social significance of work.

To assure all persons an opportunity to gain an entry level marketable skill prior to their leaving school if termination is necessary or a desirable option.

To prepare all persons completing secondary school with the knowledge and skills necessary to become employed or to pursue more training.

To provide placement services for every person in his preparation for a career, whether it be placement assistance in employment or further education.

To build into the educational system greater involvement and coordination of all possible resources in the community.

To facilitate entry and re-entry, either into the world of work or the educational system, for all persons through a flexible educational system which continually reviews and expands educational and occupational options (p. 3).

As the literature indicates, Career Education is needed as much for the educable retarded as it is for all individuals in regular educational programs. This goal is strongly supported by the Bureau of Education for the Handicapped, U.S. Office of Education as evidenced by the fact that the Bureau "provides financial aid to help stimulate the initiation, expansion and improvement of Career Education programs for the handicapped throughout the nation (Martin, 1973)."

SUMMARY AND RECOMMENDATIONS

While the materials presented in this report has been selected as exhibiting the greatest degree of congruence to Special Education children and to specialist teacher education programs in Oregon, it will hopefully also be examined by regular educators and found to be equally appropriate for many of the teacher trainees and non-handicapped children with whom they are working.

The philosophy, the instructional techniques, the instructional materials, and the teacher education program content in Special Education have been developed over the past twenty years based on the survival needs of handicapped children and adults. For example, if one pictures a young person of limited mental capabilities being discharged from an institution for the retarded after having spent eighteen or twenty years of his life in that setting, one is forced into specific determination of the survival skills (education) in which the young man must be competent if he is to achieve the goal of independent living.

While it is of great importance that the young man may have learned work skills in the institution, perhaps through work experience assignments in the laundry or cafeteria, it is of equal importance that the skills of daily living and of personal-social living are also learned for survival outside of the institution. The young man is in most respects similar to all students in schools who are attempting to learn skills necessary for independent living once their school attendance period is completed. All teachers have a responsibility for teaching these skills to children. It follows that a teacher education institution is equally responsible for seeing that its graduates have an understanding of learning activities through which the future students of these trainees may achieve such survival competencies.

The following recommendations are related to both teacher education institutions and to teaching skills needed by all teachers working with children with whom we wish to provide improved opportunities in career education.

a. Selected characteristics of teacher education in special education be considered for teachers in regular teacher education programs.

b. Regular classroom teachers and the preparation programs for those teachers might begin to differentiate more precisely the expectations for adults and for children.

c. Teacher trainees be provided an opportunity to work with children who have difficulties in learning during the pre-service period.

d. The emphasis on career education which has been part of special education from its earliest existence, be viewed as an appropriate totally separate educational area.

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INFUSION OF CAREER EDUCATION INTO SPECIAL EDUCATION PERSONNEL PREPARATION PROGRAMS

This section includes special education personnel course syllabi infused with career education content based on materials from the first section of this document.

ACKNOWLEDGEMENTS

Many faculty members contributed both directly and indirectly to the course infusion for special education personnel preparation programs. The work they have done and their willingness to share theirs and other individuals materials is truly appreciated.

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INFUSION OF CAREER EDUCATION INTO SPECIAL EDUCATION PERSONNEL PREPARATION COURSES

Career education concepts have been integrated into preparation programs for handicapped children at the elementary and secondary school levels for many years. During recent years, colleges and universities which prepare special education personnel have been including more career education content in their programs. The infusion activities for special education personnel preparation programs for the Project were done at Portland State University and the University of Oregon. The following syllabi were provided by these institutions:

Course Syllabus:
Ed 507 Adolescent Curriculum/Career Education for the Handicapped

Prepared by: Ms. Jean Edwards, Portland State University

Course Description and Assignments

Course Purpose: This course is designed to present the problems and efforts needed to help the mentally retarded and handicapped adolescent realize his fullest personal, social and vocational potential as he enters adulthood. It seeks to answer some basic questions: Can they live in the community as adults despite severe mental and physical handicaps? Can they have an independent life? Can they hold a job? Get a job? Raise a family? And how should the community be organized to make a brighter future for the handicapped?

Approach: This course will be divided into three major components: (1) Living skills, (2) Prevocational and vocational skills, and (3) Community adjustment skills. The instructor will lecture and give illustrative talks using slides, films and charts, students will participate in sharing experiences from optional assignments, and guest speakers will be utilized as well to help achieve the course purpose

Assignments: Students may select one of five options for their course assignment. Student should select the option which you feel would most benefit you in your present work or future assignment. Options are given below. Selection of option must be made by the second week of the term.

Grading: Grades will be given on the following basis:

30% Class attendence and participation
60% Optional assignment
10% Reading of hand-outs and feedback sessions

Option #1.

Answer six of the seven questions listed with a short essay. One is due each week starting the second week of the term.

1. A vocational rehabilitation counselor after interviewing a nineteen year-old woman, a recent graduate of the public school program for the educable mentally retarded, comes to the conclusion that she needs a complete vocational evaluation. How would he go about getting this for her? What kinds of information would be helpful to him?

2. A vocational rehabilitation counselor placed a mentally retarded adult in an on-the-job training assignment in a factory making leather bags. What experiences would he expect the employer to provide for his client. Write a contract that could be signed mutually between the counselor and employer to insure this happening.

3. How do we evaluate the less able mentally retarded blind person in an attempt to help him find employment and a place in the community?

4. A thirty-two year old man with Down's syndrome can work steadily at a simple packaging job for about an hour daily. The rest of the time he can keep busy only with highly supervised activities. What type of program should be provided for him, and where?

5. A Manpower and Development Training Administration (MDTA) program has been established to train mentally retarded adults for work as janitors. How should the instructor organize the course to most effectively train these students for jobs as janitors?

6. What are some of the basic legal rights which may have been withheld from mentally retarded adults? How could you account for this?

7. You are an intake social worker in a public welfare agency who interviews handicapped young adults and their families applying for help. What kinds of help would you expect them to seek? What agencies and resources could you tap in Portland to meet these needs?

Option #2.

Read Text: Career Education: What and How to Do It, by Kenneth B. Hoyt and design a career education program (K-12) for a rural school district with limited resources. This program should integrate normals and handicapped (including the mentally retarded) in a total program. Due in writing the eleventh week of the term.

Option #3

Community visitations and class oral presentation. Upon assignment from your professor, you will visit several pre-selected habilitation centers, organize an oral presentation, monitor class discussion, and present your personal experiences. Due on date specified by instructor.

Option #4.

Design a career education, vocational skills, or daily living skills teaching level. Include behavioral objectives, individualized programs, task analysis and other experiences. Ideally, I would like you to teach it concurrent with the class so that I might observe the unit in action. Due in writing on the eleventh week of the term.

Option #5.

Two hour written or oral exam on course content. The test will be given at two sessions--Friday morning and afternoon of the tenth week of the term.

EVERYONE--Text: Normalization, Wolf Wolfensberger

Course Overview -- Topics will include:

Week 1	Introduction The Rehabilitation - Habilitation Process Problems - Issues in Disability The Whole Person - Self-Concept	
Week 2	Evaluation Academic Curriculum - In school Resource Materials Organizing a Program - Remediation	Orientation Academic Exploration
Week 3	Community Skills Travel Appropriate Deportment Social Sexual Behavior	Clusters Job try-Out Training Placement
Week 4	Task Analysis - Behavior Modification Bidding Contracts Pricing Quality Control Setting Up a Job Try-Out	
Week 5	Work Experience Placement Salesmanship Public Relations Models for Employment of Special Persons	
Week 6	Labor Laws Wage and Hour Norming NARC On-Job Training	N.Y.C. Special Projects Wagner O'Day
Week 7	Activity Centers	
Week 8	Sheltered Workshop	

Week 9	Visitation with Handicapped persons
Week 10	Techniques of Counseling Working with Parents
Week 11	Group Homes and Community Living
Week 12	Surprise

Course Syllabus:
SP ED 489
Curriculum for
the Mentally
Retarded

Prepared by: Dr. Greg Weisenstein,
Univeristy of Oregon

TEXT - Required Texts

Required and optional readings will be assigned from the following:

(1) Blake, Kathryn A. Teaching the Retarded. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

(2) Smith, Robert M. Clinical Teaching: Methods of Instruction for the Retarded. New York, N.Y.: McGraw-Hill Book Co., 1974.

(3) Readings placed on reserve in the reserve section of the library.

1. Course Goals: Given the information, resources or experiences the student will:

   a. Be able to demonstrate basic knowledge of the characteristics frequently associated with individuals labeled as mentally retarded by responding satisfactorily to short answer questions. Knowledge of characteristics should include the following: (1) definition and classification; (2) learning characteristics of the mentally retarded; and (3) achievement expectations (including adult adjustment studies).

      Evaluation: Weekly quiz.

   b. Be able to demonstrate knowledge of the organization and administration of special education services by responding satisfactorily to short answer questions and to a simulated problem. Knowledge in this area should include the following: (1) typical school administration policies and procedures in the areas of scheduling, integration into regular classes, grading, participation in extracurricular activities, and graduation; (2) alternative administrative settings for special education; and (3) efficacy studies.

      Evaluation: Weekly quiz
      Final project
      Satisfactory completion of field experience

   c. Be able to demonstrate knowledge of the basic needs of the mentally retarded and methods commonly employed to identify needs and organize them in curricula by responding to short answer questions and a simulated problem.

      Evaluation: Weekly quiz
      Final project

d. Be able to demonstrate the ability to task-analyze a skill and develop appropriate behavioral objectives related to components of the analysis by responding satisfactorily to a simulated problem.

Evaluation: Simulated problem

e. Be able to demonstrate knowledge of resources available and/or appropriate for use in identifying, selecting and implementing instructional methods and materials for the mentally retarded by responding satisfactorily in a variety of situations.

Evaluation: Weekly quiz
Assigned project (oral and written report)
Final project

f. Be able to identify criteria and employ these criteria in making decisions regarding the appropriateness of instructional methods and materials in given situations.

Evaluation: Weekly quiz
Assigned problem (oral and written report)
Simulated problems
Final project

g. Be able to demonstrate knowledge of various considerations, including methods and materials, involved in training the mentally retarded in each of the following content areas covered in the course:

Preceptual-motor performance
Communication skills
Arithmetic
Personal-social skills
Pre-vocational and vocational skills
Adult education

Evaulation: Weekly quiz
Assigned problems (oral and written report)
Simulated problems
Final project

h. Be able to demonstrate an understanding of the importance of sequential training from the primary level through the high school level by identifying concepts and suggested activities which would be appropriate foundations for entry into each succeeding level.

Evaluation: Simulated problem

i. Be able to demonstrate knowledge of current approaches and procedures available for determining status, modifiable behaviors, and progress among students by identifying and/or discussing the nature, appropriateness, advantages, and disadvantages of each.

Evaluation: Weekly quiz
Final project

j. Be able to demonstrate knowledge of ways involving parents and volunteers in programming for the mentally retarded by responding to a simulated problem.

Evaluation: Weekly quiz
In-class simulated problem

k. Be able to demonstrate ability to apply knowledge of principles and problems in school and community relations by presenting a program plan for communicating and interpreting the school program for the handicapped to the regular school staff, parents, employers, and the community.

Evaluation: Simulated problem

l. Be able to describe in writing the concept of Career Education and take a position for or against it.

Evaluation: Weekly quiz

m. Be able to apply the concepts of Career Education to curriculum planning at your preferred level for teaching by identifying at least two appropriate concepts and suggesting activities and resources which could be utilized in teaching the concepts.

Evaluation: Simulated problem

2. Required evidence that course goals have been achieved.

a. Each member of the class will be required to complete six problems to be assigned throughout the quarter. Problems will be of a practical nature and will require an application of knowledge acquired from readings, class sessions, and other learning activities.

b. Each member of the class will be required to submit a term project on or before the last scheduled class session. Projects will include the development and written presentation of a unit of instruction. The procedures for developing the term project and specific suggestions for content areas will be covered in class session, but generally the unit should include the following components: (1) description of student population, (2) how the needs assessment conducted, (3) behavioral objectives and criteria, (4) description of the setting in which instruction will take place, (5) instructional methods and materials to be utilized, (6) sequence of presentation, (7) method of evaluating instruction, and (8) provisions for recycling. All projects must be <u>type written</u> and are not to exceed five pages in length.

c. Weekly quizzes will be given and will include primarily short answer questions designed to tap knowledge of terms, concepts, methods, materials, resources, etc. Each quiz will be approximately 15 minutes in length.

d. Each member of the class will be required to make a committment of at least one to two hours a week in a school. Assignments will be flexible in terms of specific hours, but you should arrange this quarter's schedule with this committment in mind. Guidelines that will give you a general idea of what is involved in this assignment will be provided. Teachers from the field will be submitting job descriptions and students will be matched with these requests for assistance in regard to scheduling possibilities, interest, and past experience. Recognizing that students enter the class with varied skills and backgrounds, attempts will be made to place students accordingly. This is not a practicum assignment as such. Jobs will vary greatly. The objective of this assignment is for the student to gain at least limited exposure to the classroom by helping the teacher in some capacity as determined by the teacher's needs.

3. Determination of course grade.

a. Point distribution

1.	Five problems (problem revisions)	20 points each (18 points max.)	100
2.	Term project	50 points	50
3.	Weekly quiz	10 points each	110
4.	Field experience	50 points	50
		Total points for qtr.	310

b. The following number of points will be required for the grade of:

1.	A	90 % or 279 (proficiency)
2.	B	75 % or 232 (competency)
3.	C	60 % or 186
4.	N	Less than 186 points

4. Course outline (tentative)

a. SESSION 1 (Goal A)

1. Introduction
   (a) Introductions
   (b) Review syllabus

2. Lecture
   (a) AAMD definition and classification
   (b) Review of learning theories-mental retardation

Assigned reading: Smith, chapters 1 and 2
Blake, chapter 1

b. SESSION 2 (Goals A & B)
   1. Lecture and discussion
      (a) Expectations of achievement as a determinant in program planning and implementation
      (b) Adult adjustment of the mentally retarded
   2. Lecture, discussion and sharing of special ed. experiences
      (a) Present and future structure of special education services for the mentally retarded
      (b) Efficacy studies
   3. Film "Madison School Plan"

   Assigned reading: Smith, chapter 5

c. SESSION 3 (Goal C)
   1. Lecture
      (a) Needs assessment
      (b) Competency-based education model
   2. Group activity
      (a) Explore curriculum guides and report on their organization
      (b) Oregon's guide for individualized instruction-"Toward Competency"

   Assigned reading: Smith, chapter 3

d. SESSION 4 (Goals D)
   1. Lecture and demonstration
      (a) Task analysis
      (b) Behavioral objectives
   2. In-class activity
      (a) Conduct task analysis in groups
      (b) Develop behavioral objects for a component of the analysis

   Assigned reading: Smith, chapter 4
   Blake, chapter 7

   Assigned problem: Task analysis

e. SESSION 5 (Goal E)
   1. Guest speaker (to be named)
      (a) Identification of resources
      (b) Utilization of resources

   Assigned reading: Smith, chapter 4
   Blake, chapter 12

   Assigned problem: Report on instructional material

f. SESSION 6 (Goal F)
   1. Lecture
      (a) Evaluating instructional materials and methods
      (b) Considerations in selecting methods and materials
   2. Lab
      (a) Evaluating instructional materials

   Assigned reading: Smith, chapter 4
   Blake, chapters 8 & 9

g. SESSION 7 (Goal G)
   1. Discussion
      (a) Perceptual-motor development
      (b) Some ideas for activities
   2. Films
      (a) "Anyone Can: Learning through Motor Development"
      (b) "Thinking, Moving, Learning"

   Assigned reading: Smith, chapter 6

h. SESSION 8 (Goal G)
   1. Guest lecturer (to be named)
      (a) Communication skills development and diagnosis
      (b) Activities for skill development
   2. Lecture
      (a) Reading skill development
      (b) Word attack skills

   Assigned reading: Smith, chapters 7 & 8
   Blake, chapters 3 & 4

i. SESSION 9 (Goal G)
   1. Film
      (a) "Functional Teaching of Reading and Writing"
   2. Lecture and Lab
      (a) Reading inventories
      (b) Methods of estimating reading level
      (c) High interest reading materials
      (d) Functional writing skills

   Assigned reading: Smith, chapter 8
   Blake, chapters 3 & 4

j. SESSION 10 (Goal G)
   1. Lecture and discussion
      (a) Sequencing math concepts and skills
      (b) Providing relevancy and reinforcement
      (c) Methods and materials
   2. Lab
      (a) Develop an instructional material

   Assigned reading: Smith, chapter 9
   Blake, chapter 3

k. SESSION 11 (Goal G)
   1. Lecture
      (a) The need for personal-social skills
      (b) Methods for skill assessment and development
      (c) Providing the opportunity for practice
   2. Film
      (a) Kansas University pre-school program

   Assigned reading: Smith, chapter 10
   Blake, chapter 6

l. SESSION 12 (Goal G)
   1. Lecture
      (a) Pre-vocational development in the early grades
      (b) Work-study programs and specific occupational training
      (c) Resources
      (d) Exemplary programs
   2. Discussion
      (a) Role of early training in determining successful vocational adjustment

   Assigned reading: Smith, chapter 11
   Blake, chapter 11

   Assigned problem: Sequencing training

m. SESSION 13 (Goal G)
   1. Guest lecturer (to be named)
      (a) Training in sheltered workshops and group homes
   2. Discussion
      (a) Other resources for adult education of the mentally retarded
      (b) current needs

   Assigned reading: Smith, chapter 12

n. SESSION 14 (Goals H & I)
   1. Lecture
      (a) Importance of sequencing (micro and macro levels)
      (b) Educational-vocational continum
   2. Lecture
      (a) Collecting program data
      (b) Organizing data

   Assigned reading: Smith, chapter 5
   Blake, chapters 7 & 10

o. SESSION 15
   1. Student presentations

p. SESSION 16
   1. Student presentations

q. SESSION 17 (Goal J)
   1. Lecture and discussion
      (a) Resources for identifying volunteers
      (b) Considerations in the use of volunteers and parents
   2. Group activity
      (a) In-class simulated problem

   Assigned reading: Smith, chapter 10

r. SESSION 18 (Goal K)
   1. Discussion
      (a) The need for disseminating program information
      (b) Who, where, and how to disseminate information
      (c) Visitations, presentations and parent meetings
   2. Group activity
      (a) Respond to simulated problem

   Assigned problem: Program plan for communicating and interpreting school program

s. SESSION 19 (Goal L)
   1. Lecture
      (a) Need for Career Education
      (b) Career Education concept
      (c) Career Education models
      (d) Exemplary programs

   Assigned reading: Materials on reserve

   Assigned problem: Career Education

t. SESSION 20 (Goal M)
   1. Lecture and discussion
      (a) Career Education at the primary, elementary, intermediate, high school and adult levels
      (b) Resources for Career Education
      (c) Suggested learning activities

   Assigned reading: Material on reserve

u. SESSION 21
   1. Films
      (a) "Leo Beurman"
      (b) "No Less Precious"

   ALL ASSIGNED PROBLEMS AND THE FINAL PROJECT ARE DUE.

Appendices

APPENDIX I

Suggested Format and Criteria for Identifying, Describing and Classifying Career Education Elements Existing in Current Class Offerings

I. General Description of Course:

A. Number _____

B. Title _____

C. Credits _____ Graduate _____ Undergraduate _____

D. Usual Instructor(s) _____

E. Is this a required course? Yes ___ No ____
If you checked "Yes", for whom? _____

F. Which Term(s) is this course offered? Fall ___ Winter ___ Spring ___

G. Specific Purpose and Catalog Description: _____

_____

_____

_____

_____

_____

_____

H. How extensive is the Career Education content of this course?

check one: 1. Very Extensive _____

2. Quite a bit _____

3. A little _____

4. Very little _____

5. Don't know _____

If you checked "Very little" or "Don't know", you may find it desirable to skip to III.

II. List and briefly describe each element or unit of content (already existing within this course) which is judged (by the undersigned reviewer) to constitute an element, facet or dimension of Career Education. Do this by completing and attaching hereafter the following description and checklist (use one page for each element or unit of Career Education which you are able to identify as existing within the course under review): complete one of the following page for each Career Education unit or element identified in this course:

A. Briefly describe in your own words the nature of the Career Education element: _____

_____

B. Is this a discrete (separate) element of instruction within the course or it is blended with or incidentaal to other elements?

Check one: Discrete_____ Blended _____

C. In terms of clock hours of class time, what is the approximate size of this Career Education element or unit: Clock hours: ____

D. To which of the following Life Roles would you classify the Career Education content of this course?

Check One: 1. Leisure _____

2. Family _____

3. Citizen _____

4. Producer _____

5. Other (describe) _____

III. In your judgemnt, should Career Education content (philosophy, concepts, methods, practice) be added to this course?

Check one: 1. Yes _____

2. No _____

3. No Opinion _____

IV. If you checked "Yes" under item III (above), describe the Career Education content which might appropriately be added and what other content should be eliminated to make room for it:

V. Comments, Suggestions and/or Recommendations:

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